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ABSTRACT

Drama can be influential when combined with some subjects in the classroom. Social studies can be hard for students because it asks students to learn abstract subjects. It was felt that students would gain more understanding of the discipline of social studies if they interacted with the content. When students take an active role in learning, they usually internalize the material. A study sought to see whether test scores might improve when they used dramatic supplements in addition to traditional instruction. Participants, 30 third graders in an eastern Tennessee public school, completed the study designed to determine whether students who received drama in place of traditional social studies instruction would achieve higher test scores than students who only received traditional social studies instruction. The school's principal divided the third grade students into classes before the beginning of the school year. They were divided into classes equally by ability level. Two classes participated: Group A, the experimental group, received 6 weeks of social studies instruction, using drama as the primary medium; while Group B, the control group, received 6 weeks of traditional social studies instruction. After 6 weeks, both classes took the same social studies test, and a t-test compared the data of each group. The null hypothesis was rejected. There was a significant difference between the social studies test scores of students who study the discipline with a dramatic supplement and those who study the discipline in the traditional manner. Appended are a letter from Knox County Schools, a letter to parents, and a copy of script. (Contains 1 table and 23 references.) (Author/BT)

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ABSTRACT

A COMPARISON BETWEEN THE TEST SCORES OF THIRD GRADE CHILDREN WHO RECEIVE DRAMA IN PLACE OF TRADITIONAL SOCIAL STUDIES INSTRUCTION AND THIRD GRADE CHILDREN WHO RECEIVE TRADITIONAL SOCIAL STUDIES INSTRUCTION

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An Action Research Project

Presented to

the Department of Teacher Education

of Johnson Bible College

In Partial Fulfillment

of the Requirement for the Degree

Masters of Arts in

Holistic Education

by

Hannah Marie Fernsler

July 2003

SO 035 340

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ABSTRACT

Drama has made influential results when combined with some subjects in the classroom. Social studies can be hard for students because it asks students to learn abstract concepts. The researcher felt that students would gain more understanding of the discipline of social studies if they interacted with the content. When students take an active role in learning, they usually internalize the material (Heining, 1993). The purpose of the study was to see whether test scores might improve when they used dramatic supplements in addition to traditional instruction.

The researcher was interested in the effects of drama on the discipline of social studies in a third grade classroom. Thirty students completed the study. The researcher designed the study to determine whether students who received drama in place of traditional social studies instruction would achieve higher test scores than students who only received traditional social studies instruction.

The principal of the school divided the third grade students into classes before the beginning of the school year. The students were divided into classes equally by ability level. Two classes participated in the study. Group A, the experimental group, received six weeks of social studies instruction, while using drama as the primary teaching medium. Group B, the control group, received six weeks of traditional social studies instruction. After the six weeks, both classes took the same social studies test. A t-test compared the data of each group.

The researcher rejected the null hypothesis. There was a significant difference between the social studies test scores of students who study the discipline with a dramatic supplement and those who study the discipline in the traditional manner.

A COMPARISON BETWEEN THE TEST SCORES OF THIRD GRADE CHILDREN WHO RECEIVE DRAMA IN PLACE OF TRADITIONAL SOCIAL STUDIES INSTRUCTION AND THIRD GRADE CHILDREN WHO RECEIVE TRADITIONAL SOCIAL STUDIES INSTRUCTION

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APPROVAL PAGE

This action research project by Hannah Fernsler is accepted in its present form by the Department of Teacher Education at Johnson Bible College as satisfying the action research project requirements for the degree Master of Arts in Holistic Education.

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Chapter 1

INTRODUCTION

Significance of the Problem

Children learn in different ways. Traditional lecturing does not always help all students maximize their potential to learn. Lecturing tends to teach students who possess the verbal/linguistic intelligence or the logical/mathematical intelligence (Silver, 1997). Children who have stronger intelligences in other areas sometimes struggle in the traditional classroom (Mettetal, et. al, 1997).

Teachers sometimes push aside the discipline of social studies because of the need for children to learn to read. Educators and political leaders demand that teachers spend many hours of the day teaching reading, writing, and math. The demand for social studies is not so high. However, social studies is just as important as the other disciplines. Teachers do not spend as much time teaching social studies. When they do teach it, they use workbook pages, and children do not get to experience history as they could (Lindquist, p 5). The Curriculum Standards for Social Studies explain that through social studies, "young people develop the ability to make informed and reasoned decisions for the public good as citizens of a culturally divers, democratic society in an interdependent world" (Lindquist, p 3).

Clearly then, the role of social studies is important. Students need to have the opportunity to learn social studies in a way that makes sense to them. As the future leaders of their country, they have a need to understand the world around them.

Statement of the Problem

This study investigated what effect dramatic activities have in the discipline of social studies. The researcher compared the test scores of students who received traditional social studies instruction and students who received a drama supplement in addition to traditional social studies instruction.

Definition of Terms

Drama: The researcher wrote a skit covering key concepts taken from the curriculum from Silver Burdett and Ginn. This skit was used as the "text" for the students in the experimental group.

Experimental Instruction: The experimental instruction covered the same concepts as the traditional instruction, but the researcher taught the concepts through a class drama instead of the text book.

Traditional Instruction: The traditional instruction used the curriculum from Silver Burdett and Ginn. All supplemental activities in which the students participated were from the Teacher's Manual by Silver Burdett and Ginn.

Limitations

The researcher taught both the experimental and the control groups.

The researcher was required to utilize only subjects from two classes in the school in which the researcher teaches. Therefore, the subjects were not randomly selected.

Assumptions

The researcher was consistent in teaching key concepts to both classes.

The two classes were equally distributed by ability level.

Hypothesis

The test scores between students who receive drama in place of traditional instruction in social studies and students who receive only traditional instruction in the discipline of social studies will not be different at the .05 level of significance as measured by the chapter test written by Silver Burdett and Ginn.

Chapter 2

REVIEW OF RELATED LITERATURE

Multiple Intelligences and Learning Styles:

In 1985 Howard Gardner introduced the idea of the Multiple Intelligences. He wrote *Frames of Mind* as a reaction against the IQ test, suggesting that everyone is intelligent in some way. The original seven intelligences are logical/mathematical, verbal/linguistic, kinesthetic, spatial, musical, interpersonal, and intrapersonal. He later added the naturalistic intelligence (Gardner, 1985, 1983). Teachers have used Gardner's theory to vary the activities and the teaching style they use in the classroom. Traditional teaching methods tend to teach to those students who have the mathematical/logical or verbal/linguistic intelligences. Students who excel in other areas are sometimes left out These students do not have the opportunity to excel. Since Gardner suggested the Multiple Intelligences, teachers have tried to include the students who excel in areas other than mathematical/logical and verbal/linguistic.

It is easy to confuse multiple intelligences and learning styles. Silver quotes Gardner, who explains the difference between the two, saying, "In MI theory, I begin with a human organism that responds (or fails to respond) to different kinds of contents in the world. Those who speak of learning styles are searching for approaches that ought to characterize all contents" (Silver, 1997).

Snyder was interested in the difference between Multiple Intelligences and Learning Styles. She believed that there must be a connection. She said, "Learning

styles are concerned with the differences in the process of learning and multiple intelligences center on the content and products of learning" (Snyder, 1999). Snyder designed a study to see if learning styles and multiple intelligences were correlated. She conducted a survey, asking a random group of high school students about their preferences when they study. Some of the questions pertained to the students' perception of themselves as "Auditory, Visual, Tactile/Kinesthetic Learning; and Analytical and Global Learners." She expected to see a high correlation between learning styles and multiple intelligences. There was a correlation, but it was not as high as expected. However, Snyder found that most of the students, despite their randomization, were "tactile/kinesthetic and global learners." She suggested that teachers need to be aware of how students learn. She recommended that all teachers give a survey similar to her study to enable the teachers to better understand their students (Snyder, 1999).

Using the available research, a school in Indiana implemented a school wide Multiple Intelligences program. Mettetal, Jordan, and Harper conducted a study to see if the school had benefited from the program. The study found that students had higher self-esteem because of the Multiple Intelligences (MI) program. They were less likely to put down other people and more likely to focus on their strengths and the strengths of other individuals. In general, parents, even those with students who did not excel academically, were glad that their students could participate in MI. The school benefited at a state wide academic level as well. The state of Indiana required all students to take a standardized test called the ISTEP each year. At this school, statewide standardized test scores have increased since the MI program started (Mettetal, et. al, 1997).

Teachers should allow students to flourish by using Multiple Intelligences. Silver (1997) offers the following suggestions about teaching using the Multiple Intelligences.

1. Keep a record of the styles and intelligences used in the classroom.
2. Focus on one intelligence at a time. Offer students a choice in one of the four styles, or urge them to do two assessments- one from a style they like, and one from a style the would normally avoid.
3. Build on student interest

These suggestions help teachers remember that students need to have a variety of options available in order to maximize their potential to learn.

Research has shown that the awareness of Multiple Intelligences does many positive things in a classroom. It builds self-esteem (Mettettal, 1997; Silver, 1997; Snyder, 1999), gives variety to the way a student learns material (Snyder), and is more concerned about the student than the teacher (Snyder,1999; Silver,1997).

Drama and the Multiple Intelligences:

While many researchers see a strong connection between drama and the kinesthetic learner (Morris, 2001; Flynn, 1994; Pellegrini, 1982), it seems that aspects of drama connect with most, if not all, of the Multiple Intelligences suggested by Gardner. Drama is interpersonal because of the need for the cast to work together, intrapersonal because of character development, logical/mathematical because of the need to memorize lines in a sequential fashion, and verbal/linguistic as students need to recite the lines. Even the musical intelligence could easily be included when using a drama activity in the classroom. Clearly, drama gives students the opportunity to flourish within the Multiple Intelligence area in which they excel. Morris (2001) used musical, spatial, bodily kinesthetic, mathematical, interpersonal and linguistic intelligences to assess his students'

knowledge of social studies content (Morris, 2001). He saw drama as a link between the Multiple Intelligences and social studies.

The connection between drama, play and education:

For years, people have used drama to portray meaning. From oral storytelling, to modern day movies, drama has played a part in education. Drama appeals to the emotions. People laugh, cry, and experience the spectrum of emotions because of what they see on stage. Actors are able to portray life, and history, through drama. Actors can capture the heart of the audience, and guide them through the journey of the play. They hold the responsibility of interpreting life for the audience. It is, then, the actor who must thoroughly search to understand the concept he is portraying. The actor is the person most affected by the script. "Acting requires the actor to read between the lines and to make evaluations and judgments about the characters they are role-playing" (DuPont, 1992).

Children learn through play. Through games like house and cops and robbers, young children use their imagination to understand their role in society. They are fascinated with the life of adults, and they try to mimic it through their games. When children role play, they reconstruct the world around them. While their understanding of the adult world is not always accurate, these role-playing games help them get a picture of what is expected of them in the future. Games help children sharpen their imagination, and children learn through them.

Games also give an observer a picture of the child's understanding. The researcher of this project watched a child play with dolls in a dollhouse. The child's

father works at night, so he frequently sleeps during the day. While the child was playing, she put the father doll in bed, and then shook him and said, "Wake up, Daddy." The child clearly portrayed what she believed the role of the father to be. Teachers can use creative play, and role playing as a means of assessing the way students think (Flynn, 1994).

Play, especially role play, and drama are intertwined. Through dramatic play, children learn and discover the world. Drama should be used in the classroom to promote creativity, and to enable students to learn through experience. "Erik Erikson discussed the development of play during a child's very early years. In the first year of life, children use their sensory and motor skills to explore their own bodies. In the second year, they progress to manipulating objects in the environment. These play activities can help children develop their self-esteem and sense of empowerment by allowing them mastery of objects. Gradually, as they play, children go beyond control of objects to mastery of social interactions with their peers" (Tazo, 2002).

Drama in the Classroom: Literacy

There is a correlation between reading and drama in the classroom. Heuy (2000) studied the use of reader's theater in reading groups. She hypothesized that those students who use reader's theater would be able to read more fluently than those who did not. She asked students to take an IRI reading test before and after the study. A random group of students used a reader's theater script along with a Basal reader, while the another random group used a Basal reader. While the study did not produce statistically significant results, it did show that reader's theater is an alternate means of

reading aloud. Huey recommends that teachers use drama in the classroom, because the students were more interested in the information when they had the opportunity to do a dramatic presentation. Huey explains that her research might have been more effective if the sample of students were in a higher grade level.

Uthman (2002) also studied the effect of reader's theater on her students. She found that third grade students were more motivated to read and had higher self-esteem about their reading experiences after participating in a reader's theater activity to supplement the traditional instruction.

Ranger (1995) conducted a study to see if drama improved reading comprehension. The study consisted of fifty sixth graders. Twenty-five sixth graders were given four vocabulary words and asked to write a skit using all four words. The control sample had to define the words, but they did not use them in a skit. The experimental sample did significantly better on the vocabulary test than the control. Ranger found that using a multi-faceted approach to drama helps to improve reading comprehension.

In a related study, Kieffer wanted to know the effects of drama on her fourth grade class. She found that using informal drama throughout the school year helped the students to become more comfortable with public speaking, to make connections with self-selected reading, to develop higher order thinking skills, to develop self confidence, to become risk takers, and to flourish their creativity (Kieffer, 1996).

Risemberg designed a study to test whether mime played a part in autobiographical writing. He wanted to see if speech was necessary to help students

write creatively. In his study, third grade students were asked to act out (without words) a situation from the past, such as going somewhere for the first time. After they used mime to portray the incident, they wrote the story on paper. The control group did not use the mime technique. Instead, they told the account to a partner and then wrote the story. Risemberg found that the students who used mime had significantly better final writings according to the rubric he used. He explained that the performance of autobiographical writing is enhanced with the use of motoric enactment. Story development seemed to be effected by the mime activities. Risemberg gave several reasons why mime enhanced writing. He suggested that "motoric enactment activates nodes from previous motoric experience and brings them and their associations to consciousness." He also believed that children enjoy physical movement though they are required to sit throughout the day. When the children use mime, they can get out of their seats and use some of their physical energy. Mime has some connection with narrative, which might excite them (Risemberg, 1992).

DuPont (1992) conducted a study to see whether the regular use of drama in a remedial reading class would improve the reading comprehension of the students. Over six weeks, the fifth graders used drama in their classroom in addition to their regular reading activities. DuPont concluded that drama helped students retain information about the play they dramaticize, but she wondered if drama would improve students' reading comprehension overall. She hypothesized that students' reading comprehension would improve when students were actively involved in dramatic opportunities. She used the term "transferability" to mean that children would take the skills they learn in drama and

apply them to other disciplines, such as reading. The results of the study were that children who received the treatment scored better on the post-test than they did on the pretest. They were able to transfer the skills they learned in the drama activities to other disciplines.

Pellegrini and Galda (1982) conducted a study about the effects of fantasy play and children's story comprehension. They found that students who had the opportunity to enact a story were better able to recall the story at a later time. Children who engaged in fantasy play comprehended the story better than those children who just discussed the story, and those children who drew pictures about the story. The study focused on kindergartners, first graders, and second graders. The second graders could more easily retell the story than the kindergartners. The researchers suggested that "children are not able to recall stories completely until they are about 8 years old, but the aid of fantasy play helps younger children reconstruct the story."

DuPont (1994) gave several reasons why children who received the treatment were able to transfer their knowledge to other disciplines. She explained that children might have a positive outlook about reading, in conjunction with drama. This positive attitude might have caused the students to want to work harder in reading. She also suggested that perhaps children "inadvertedly gained valuable practice in creating clearer mental images of written material as they were called upon to act out what they had read."

Drama in the Classroom: Social Studies

There seems to be an interesting link between drama and the discipline of social studies. Many of the movies made today are centered on historical events. These movies develop empathy in the viewers and help them get a better understanding of the world around them. DeCourcy-Wernette (1977) found that students who used drama in the social studies classroom were more likely to be empathetic to the history they studied.

Jackson showed that students experience gains in cognitive and social development when they use drama in the classroom. This study included drama in both reading and social studies. The students were exposed to drama in the form of impersonation. The teacher dressed up as Queen Nefertiti when they studied Egypt. She answered questions and told a little about her self. The students who "met" the queen had a better understanding of life in Egypt than the students who did not. Drama peaked the students' interest and helped them to empathize with the culture of Egypt. The students commented that learning was easier for them when they had the opportunity to experience the lesson through drama (Jackson, 1997).

Morris was concerned about the research done that studied the effects of drama in social studies classrooms. He wondered what kind of assessment was used to verify the results of the research. For his project, he set up a rubric and gave many options from which the students picked. Students had the opportunity to evaluate themselves and the other people in their group. They learned much history through the use of drama in their classroom. Morris found that students enjoyed social studies more when it was paired with drama.

Implications for Teaching:

Flynn notes the importance of teacher involvement as a model in drama. If she participates in the drama, she is able to "maintain the drama in motion by questioning, challenging, organizing the group's thoughts, focusing on the learning area, involving less vocal students, and maintaining order" (Flynn, 1994). The teacher can keep the drama afloat. Flynn also encourages teachers to involve all the students because "it is generally more interesting to do something that it is to watch something" (Flynn, 1994).

DuPont notes in her study that drama would probably elicit the same response in social studies or science. She suggests acting out the signing of the Declaration of Independence after reading about it in a textbook. She also suggests that more research should be done on the effects of drama in disciplines other than reading (DuPont, 1992).

Conclusion:

Research shows that drama has a significant impact on students. Through drama, students are able to express themselves, takes risks, empathize, and become more aware of the world around them. The discipline of social studies lends itself well to drama, because students are eager to experience history. Drama can and should be used in social studies. Teachers who allow students to participate in dramatic events enable their students to use the Multiple Intelligence in which they excel.

Chapter 3

METHODS AND PROCEDURES

Selection of Subjects

The study was conducted in two third-grade classes at a school in Eastern Tennessee. There were 750 students in the school. Thirty-one students participated in the study. In the sample, 13 students of 31 received free or reduced lunch. Of the 13 students in the free or reduced lunch program, 7 students were in the experimental group and 6 were in the control group. One ESL student participated in the study. The students are between the ages of 8 and 9 years old. The researcher assumed that the classes are equally distributed by ability level.

Time Line

The study took place over a period of three weeks. Both classes received 45 minutes of social studies instruction twice a week and took the post-test from the Silver Burdett and Ginn curriculum at the end of the study. After everyone completed the study, the experimental group presented the drama to the control group.

Testing Procedures

Two third grade classes participated in the study. The principal had already distributed the students into two classes by equal ability level. The study was not randomized; it was one of convenience. The researcher's base classroom was the experimental class, and the other class was the control. The researcher taught six lessons over a period of three weeks to the experimental group and the control group. The researcher used drama to teach the lessons to the experimental group. The researcher

used the pictures from the textbook to enhance the lesson, but the students learned all of the content of the chapter from the drama. The researcher also taught the control group, using traditional instruction only. The control group used the textbook and did not use any drama. Both classes received 45 minutes of social studies twice a week.

The experimental group studied, practiced, and performed a drama, written by the researcher, based on the social studies text book. The students were assigned parts in the drama, and worked on the drama during the social studies period of the day. Both classes took a post-test during the last session of the three weeks. After every student took the test, the experimental group performed the drama for their parents and for the control group.

Statistical Analysis

The post-test consisted of twenty-five questions taken from the curriculum of Silver, Burdett, and Ginn. Each student received a score of 1-25. The researcher used a *t*-test with two independent samples to analyze the results.

The scores of a previous test were analyzed using a t-test. Since the test had significant results, the researcher analyzed the scores of a previous test. The results of the pretest-test were not significant, showing that both classes perform on the same general level.

Chapter 4

RESULTS

Analysis of Data

Research has shown that supplemental drama enhances student comprehension of many fields of study, particularly in the discipline of literacy. This study was undertaken to determine the effects of drama in the discipline of social studies.

Thirty-one students were involved in the study. One student was involved in the study, but she did not take the pretest, so her score was dropped from the analysis. Thirty students completed each part of the study. Fifteen students were in each group. There were fifteen students in the control group, and fifteen in the experimental group.

A t-test was run to compare the test scores of the experimental group, those who received drama, and the control group in order to determine if the groups' test scores were relatively equal. There was a significant difference between the two groups at the end of the study (see Table 1).

TABLE 1
Post-test Comparison of Means
Control and Treatment Groups

Groups	N	Means	Mean Difference	t-ratio	Sig. 2 tail
Control	15	88.33			
			5	2.12*	2.05
Experimental	15	93.33			

* Significant >.05

In order to show that there was no significant difference in the ability level of the two groups before the study, the scores of another test were analyzed using a t-test. There was no significant difference between the two groups on the pretest.

Rejection of the Hypothesis

The researcher hypothesized that there is no difference in the test scores between students who receive drama in place of traditional instruction in social studies, and students who receive only traditional instruction in the discipline of social studies at the .05 level of significance as measured by the chapter test written by Silver Burdett and Ginn. The data of the study showed that there is a significant difference in the test scores of the students who received a drama supplement, and the students who received only traditional instruction at a .05 level of significance as measured by the chapter test. The hypothesis was rejected.

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary of Research Study

Research has shown that students benefit from dramatic supplements in the classroom. Much research has been done on the effects of supplemental drama in addition to traditional teaching in the discipline of language arts. The researcher was interested on the effects of drama in the discipline of social studies. The researcher hypothesized that there was no difference between the students who received drama in place of traditional social studies instruction and the students who received only traditional instruction.

The results of the study were significant. The students who participated in drama did receive higher test scores on their social studies test than those who did not. The experimental group enjoyed the drama, and they did not realize that they were learning in the process. One student received a 30% higher grade on her test after participating in the drama supplements. This particular student received her first passing test grade in third grade social studies. The experimental group performed for the control group after both groups had finished taking the test. Both groups appeared to enjoy the performance, and the control group said that it made the social studies text come to life.

Conclusions

The discipline of social studies lends itself to drama because many things in social studies can be reenacted. Drama incorporates more multiple intelligences than lecture alone. It is not surprising, therefore, that the students who had a drama activity did better

on their test scores than those who did not. There was a significant difference between the students who received drama in place of traditional instruction in social studies and the students who received only traditional instruction.

Recommendations

Students benefit from drama in the classroom. The students in the experimental group begged to study social studies because of the drama involved. Perhaps the addition of drama to the classroom would benefit students by making learning more exciting. When teachers need a change of pace, drama might be just what the class needs.

The researcher recommends additional study on the effects of drama on other academic disciplines. The effects of drama in the disciplines of reading, science, or math would make interesting studies.

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APPENDICES

APPENDIX A

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

September 25, 2002

Hannah M. Fernsler
7900 Johnson Drive
Knoxville, TN 37998

Dear Ms. Fernsler:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A comparison of the test scores of third grade children who receive drama in addition to traditional social studies instruction." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. Include a copy of this permission form when seeking approval from the principal(s).

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *spacific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Mike S. Winstead, Ph.D.
Coordinator of Research and Evaluation
Phone: (865) 594-1740
Fax: (865) 594-1709

Project No. 106

BEST COPY AVAILABLE

APPENDIX B

Dear Parents,

Hello. My name is Miss Fernsler, and I have the opportunity to work as an intern for Mrs. Johnson. As you probably know, Mrs. Johnson is teaching social studies to both Mrs. Bryant's and Mrs. Johnson's classes. This gives me the chance to see two different classes each week. I have enjoyed working with your student.

I am working on an action research project for the completion of my Master of Arts degree. I am adding a supplemental activity to the social studies curriculum. This study will last three weeks. Mrs. Johnson's class will be my experimental class, so they will receive drama in addition to the regular social studies curriculum. Mrs. Bryant's class will receive just the traditional instruction.

I am excited about this study and I would greatly appreciate your approval. I would also appreciate one hundred percent participation of the both classes for this project! Thank you very much!

_____ _____

Pat Shelburne Lucy Johnson

_____ _____

Hannah Fernsler Parent Signature

APPENDIX C

The Johnson's Adventures in Geography

The South Eastern Coastal Plains

By Hannah Marie Fernsler

Characters:

Dad
Mom
Son 1
Daughter 1
Son 2
Daughter 2
Travel Agent 1
Travel Agent 2
Farmer
Farmer's Wife
Person from Miami 1
Person from Miami 2
Hurricane Expert
Mardi Gras Expert
Scene Change Narrator
Map Mover

Scene change Narrator: **Scene 1- At the travel agency**

Map Mover- (*places car in New Hampshire)* Our Story begins in New Hampshire

Mom: Excuse me, we would like to go on vacation.

Travel Agent 1: Where would you like to go?

Dad: We were thinking about the beach. What do you recommend?

Travel Agent 1: Well, there are some really nice islands that are territories of the United States. You could go to the Virgin Islands.

Daughter 1: What do you mean by territory?

Travel Agent 2: Territory is a place owned and governed by a country.

Son 1: Oh… Like Puerto Rico?

Travel Agent 2: Actually, Puerto Rico is a commonwealth. That means it is a territory, but it has it's own government.

Dad: That sounds fascinating, but I think we want something on the mainland. We like to drive.

Mom: We would like to stop at interesting sites along the way, could you suggest some?

Travel Agent 1: Certainly, why don't you take a look at these brochures?

Scene Change Narrator: **Scene 2- Our Adventure Begins**

Map Mover- (*places car in Virginia)* In Virginia

Mom: Look at the farms! Lets stop at the farmers market and buy some produce!

Farmer: Afternoon folks! What can I do for you?

Mom: We'd like to buy some produce. What do you suggest?

Farmer's Wife: How about some peanuts? We grow good peanuts on our plantation.

Son 2 : Plantation? What's that?

Farmer: It's what we call a big farm.

Daughter 2: These peanuts are good!

Farmer's Wife: George Washington Carver helped America learn to grow peanuts. He was an African-American man who started a college to help people learn to grow crops. He loved peanuts.

Daughter 1: Why are the farms so big here?

Farmer: Well, the land is flatter and better for farming than in New England.

Farmer's Wife: There are a lot of reasons why agriculture is so important here.

Son 1: What is agriculture?

Farmer: It just means the things produced from farming. We produce cotton to make textiles, or cloth, pulp..

Daughter 2: *(interrupts)* Like the orange juice pulp?

Farmer's Wife: No, this pulp is what we call ground up trees to make paper.

Dad: Well, thanks for the peanuts. We need to get back on the road.

Scene Change Narrator: Scene 3 -WELCOME TO JAMESTOWN VILLAGE

Map Mover- *(places car in Virginia)*

Son 1: Why are all the people dressed funny?

Mom: This is a live historical museum. People dress up and pretend to live like they did years ago in Jamestown. It was the first permanent settlement in the United States (the people there came before the pilgrims).

Son 2: Wow! So this is what Jamestown looked like when they got here?

Dad: No. They had to clear the land of forests before they could settle the land.

Scene Change Narrator: **Scene 4-At the Swamp**

Map Mover: *(Places car in Georgia)*

Family is singing a car song (Row, Row, Row your boat) They stop in midsong.

Daughters 1 and 2: What happened?

Dad: I think we are stuck.

Mom: Look at the ground! Its wet, with a bunch of trees and bushes. There's a lot of a shallow water!

Son 1 : *(scared)* Look! There's an alligator over there!

Family: We're in a swamp!!!!!!!! *(Family screams as Dad drives car to safety)*

Scene Change Narrator- **Scene 5 -In Miami (at last)**

Map Mover- *(Places the car in Miami)*

*(***THE ENTIRE CAST** *comes out to make the stage very full!)*

Daughter 2: Wow! Look at all the people here!

Daughter 1: The temperature is perfect!

Son 2: Look at all the boats!

Person from Miami 1: Yes. This is a port city. That means that it is situated on the ocean so that boats can import and export goods. It is imPORTant for buying and selling things. Many people have moved to Miami because the temperature is always nice (the climate is mild) and because of all the buying and selling that goes on.

Person from Miami 2: Florida is part of the Sun Belt. *(Get out map)* The Sun Belt is what we call the area from Virginia to California. All of the land has a mild climate. A lot of people retire here because of the Sun Belt's mild climate.

Scene Change Narrator: **Scene 6- Hurricane!**

Mom: I am so glad that we finally made it to the beach.

Dad: But what is that? It feels like rain. The wind is blowing so fast!

Family: It's a hurricane. *(Family is scared!)*

Hurricane Expert: We will be ok because there are barrier islands that protect the main land. These islands surround the united states, and keep us from harm, unfortunately, the barrier islands usually receive a lot of damage from the storm.

Scene Change Narrator: **Scene 7- New Orleans**

Map Mover: *(Places the car in New Orleans)*

Son 1: Ahhh. Someone threw beads at my head. I think they came from that parade.

Mardi Gras Expert: Welcome to Mardi Gras! The parade is celebrated every year in New Orleans.

Father: After the parade, lets get something to eat. How about gumbo? This is a famous soup that the Creoles (people who settled here from France) love to eat.

Scene Change Narrator: Scene 8- Back home again

Map Mover: *(Places the car in New Hampshire)*

Mom: It is nice to be home, but I think I will miss the South Eastern Coastal Plains.

Son 1: Could we move there, Dad?

Dad: What would I do for a living?

Son 2: Well, you could farm- you could produce food for food processing, textiles (cloth made from cotton) or pulp for paper.

Daughter 2: Or you could work in the oil industry!

Daughter 1: Yeah, Dad! You could work at an oil refinery!

Dad: Well, I will certainly think about it. But it is nice to be home!

ALL CAST: The End

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